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YM 510 Foundations of Youth Ministry

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**YM510 – Foundations of Youth Ministry
Fall 2003**

Area of Christian Discipleship and Leadership

Instructor: Jim Hampton

Office Hours: Wed. 8:30-11:30am or by appointment

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TH - 4:00-5:15 p.m.

M307

3 hours credit

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The teenagers I know are both cynical and harshly passionate. What they want is so big, it's hard to get your eye around it at first. Who would've thought that teenagers talking about sex would end up talking about their souls? For that's what they're talking about, isn't it? Not body heat but life everlasting. Not the adventure of skin on skin, but a dinner table in the skies. They have none of our ambivalence—independence vs. love, distinction vs. belonging. Their struggle is with the world—will it let them lose their loneliness? And how? They want something bigger than themselves to live for, something steadier and stronger than one-on-one love, something I long for and loathe, something eradicating—a “we” in their lives; a family feast that never ends, a tribe of friends, God's will.

Kathie Dobie, Mother Jones (January/February 1995)

I. COURSE DESCRIPTION:

Explores roles and responsibilities of the career youth minister, grounded in the vocation of “ministry as change agent,” including grounding in a theology of youth ministry, studies in formative needs of youth; staff development, resource development and selection; with special attention to maximizing multiple-staff opportunities and responsibilities, ministry through facilitating and empowering staff, and coordinating a multidimensional youth development ministry. (Catalog)

II. PLACE OF COURSE IN THE CURRICULUM:

This course is required of all MAYM majors. It is the foundational course out of which all other Youth Ministry courses grow. It is designed to help the prospective youth minister not only understand youth ministry as practical theology, but also learn how to think theologically about youth ministry as a holistic ministry within the church.

III. COURSE OBJECTIVES:

1. Provide a framework for youth ministry that is grounded in biblical theology and ecclesiology.
2. Understand developmentally the “critical years” of adolescent from existing theoretical models with a view toward how these years shape one's identity and faith commitments:
 - A. Identify the crucial issues confronting youth in our culture
 - B. Distinguish one's own identity issues as distinct from those of the target population and establish anchor points for one's own spiritual formation.
3. Identify and critique models and styles of youth ministry:
 - A. Assess the strengths and weaknesses of each approach

- B. Develop a capacity to holistically evaluate an existing youth program.
- C. Seek designs that integrate youth students into the intergenerational community of faith
- 4. Acquire the skills necessary to be effective in youth ministry through developing strategies for recruiting, training and motivating lay volunteers.
- 5. Create habits of reflecting on one's own journey, call, and spiritual formation with places of accountability and with attentiveness to the Spirit of Christ.
- 6. Gain an acquaintance with resources available for equipping ministry enhancement.

IV. TEXTBOOKS

Textbooks

- Crabtree, Jack. Better Safe Than Sued. Loveland, CO: Group Publishing, 1998. 217 pages (7-223) (BSS)
- Dean, Kenda; Chap Clark, and Dave Rahn. Starting Right: Thinking Theologically About Youth Ministry. Grand Rapids: Zondervan, 2001. 346 pages (15-179, 195-207, 223-390) (SR)
- Dean, Kendra Creasy and Ron Foster. The Godbearing Life: The Art of Soul Tending for Youth Ministry. Nashville: Upper Room, 1998. 202 pages (9-210) (GL)
- Elkind, David. All Grown Up and No Place to Go. Perseus Press, 1997. 263 pages (3-265) (AGU)
- Myers, William. Black and White Styles of Youth Ministry. Cleveland: United Church Press, 1991. 188 pages (3-190) (B&W)
- Senter, Mark, ed. Four Views of Youth Ministry and the Church. Grand Rapids: Zondervan, 2001. 170 pages (ix-xix, 1-159) (FV)

Online Resources

- Maas, Robin. "Christ and the Adolescent" in Christ and the Adolescent—1996 Princeton Lectures on Youth, Church and Culture. 41 pages (C&A)
- Moltmann, Jurgen. "What is a Theologian?" in An Unexpected Prophet—1999 Princeton Lectures on Youth, Church and Culture. 11 pages (WT)

V. COURSE LEARNING ENVIRONMENT

1. Regular class attendance and participation is expected. Since this course is focusing on a professional ministry area, much of our class time will center on a dialogical format. A cooperative learning environment will govern our class time. Therefore, student participation is very much a part of the learning experience.
2. The course requirements will be the core of the course. It is acceptable for students to work together and share resources on these projects. We are all learners and we can be greatly enriched by the ministry experiences of others.
3. Since this is a course in Youth Ministry, it is imperative that students engage in reading and be exposed to youth. It is greatly encouraged that students be actively involved in some aspect of youth ministry. Much of the course will focus on youth ministry from a congregational ministry perspective.
4. A *praxis* method of teaching will govern the class sessions. The continual interaction between theory and practice will be explored. Practical applications should be properly informed by educational theories.

VI. COURSE REQUIREMENTS:

1. Reading and Class Participation:

The intentional, ongoing personal formation of the minister is critical for ministry effectiveness. This necessarily involves reading and reflection. This course provides students with an opportunity for regular reading and reflection. The reading load is heavy, but it is essential for class participation. We are not after just the transmission of data, but rather transformative-learning. Simply put, if you haven't read the material, you won't be able to constructively engage in the discussion, and chances are you will not have the opportunity for personal and ministerial transformation. In addition to the required texts, I have provided a bibliography of supplemental readings that those of you who plan to be engaged in youth ministry as a primary portion of your ministry will want to read.

Attached to this syllabus is a reading form you will need to fill out showing what percentage of the reading you have done for class. It will be turned in at the end of the semester and will count as 10% of your total grade. It will be graded as follows: 100% - 10 points; 90% - 9 points; 80% - 8 points and so on. **Due December 8, 2003.**

2. Class Attendance

Class attendance is required. If for some reason you cannot attend, notification should be given to the professor before class in writing (email preferably). After the third absence, the overall grade for the course will be negatively affected by 2% for each additional absence. A total of 6 absences will result in a failing grade. It is your responsibility to obtain class lectures and information from peers in the class. "Excused absences" (as defined by the Dean's office) are not included in the above formula, however you should notify the professor each time an "excused absence" occurs.

3. Observation or Interview

Choose ONE of the following options:

- ***Jr./Sr. High Observation (15%).*** Observe a group of junior or senior high youth in a youth context such as at school, in a youth group activity, at a mall, etc. Write a brief two- or three-page paper about your experience. What did you observe about the characteristics of teenagers in this context? How does it help you better minister to adolescents? **Due September 18, 2003.**
- ***Interview (15%).*** Interview one of the following and write a two- or three-page reflection paper: Professional Youth Worker, Parent of a Teenager, Adult Volunteer Youth Worker. What is their view of youth? What is their view of youth ministry? **Due September 18, 2003.**

4. Devotion Presentation:

A critical skill for the youth minister is the ability to effectively communicate scripture and theology to youth on their level of understanding. You will have the opportunity to practice this critical skill in class. You will be responsible for writing one original devotional based on a parable from the book of Luke in the Bible, and presenting it in class at an assigned class hour. (1- to 2-page typed, double-spaced; no more than five minutes in length.) Your audience will be adolescents; you will need to specify the context. It will be graded according to the following criteria: (1) The Exegesis (scriptural soundness, evidence of good research), (2) The Flow (what you say, practicality, need-meeting), and (3) The Impact (how you say it, enthusiasm, poise, clarity). The manuscript will be turned in to the instructor just before you present the devotional in class. **NOTE: FAILURE TO SUBMIT MANUSCRIPT BEFORE GIVING THE DEVOTION WILL RESULT IN PENALTY OF ONE LETTER GRADE. Presentations will begin September 11.**

NOTE: ITEMS 5 AND 6 ARE THE OUTCOME OF WHAT YOU SHOULD LEARN IN CLASS.

5. Theology of Youth Ministry Paper

This 8-12 page paper should summarize your vision for youth ministry as it should be practiced from within your particular theological tradition. *What is the Biblical basis and theological grounding from which you do ministry? Identify the primary theological doctrine(s) which serve as the starting point for your theology of youth ministry and the distinctive ways this/these doctrine(s) is/are understood by your particular theological tradition.* Be sure to include the following:

- Mission statement for your ministry
- Scripture(s) that describe and define why
- How your theological doctrine(s) impact the purposes that drive your youth ministry.
- Whether your theology of youth ministry leans more toward nurture or conversion.
- How this theological starting point addresses youth, both in terms of their stages in the lifecycle and in terms of their cultural position.

Due October 16, 2003.

6. Youth Ministry Portfolio:

Using the Theology of Youth Ministry Paper you previously created as your foundation, you will now create a one-year portfolio which shows what a youth ministry looks like when it is based on a proper theological foundation as its starting point. You should address the following issues:

- Ministry Context – Identify the following:
 - *The “community” of which the youth group is a part*
 - *The overall climate of the youth ministry.*
 - *The social and developmental needs and the youth culture present.*
- Mission Statement – This should be supported by your chosen theology of youth ministry and should be in dialogue with your own personal history and current philosophy of youth ministry.
- Goals this youth ministry will seek to accomplish.
- Model of Youth Ministry – What model of ministry best serves the theological doctrine(s) you have chosen to base your ministry on and how does that model contribute to the furthering of your theology of youth ministry? Describe the model of youth ministry you choose, then consider the following questions:
 - *Why do you believe this model would be effective in this locale?*
 - *How does your model reflect your chosen theological doctrine as expressed in this youth ministry’s theological tradition?*
 - *How does this model reflect sensitivity to the developmental issues pertinent to your targeted age group?*
 - *What will be your strategy for reaching the unchurched in a postmodern world?*
 - *What are the programmatic levels that encourage deepening discipleship, leadership, and missional opportunities?*
- A description of the leadership approach for the ministry and the necessary characteristics of such leaders.
 - What are your particular gifts and graces for ministry? How are they reflected in the chosen leadership approach?
 - How will your ministry team be organized? How will you utilize volunteers?
- A list of church and community resources and services that address the needs of youth.
- A one-year calendar of programming that reflects the theological and philosophical foundations on which the youth ministry is based. Be aware of how the traditional and church calendar may influence your planning. Your calendar should include the following:
 - Topics for Sunday School and youth group meetings.
 - Leadership training and meetings (both youth and adults).
 - Fun activities
 - Ministry/service projects

- Fundraisers
 - Worship
 - Parent support
 - Etc.
- An annotated bibliography of youth ministry resources. Each of the following headings should have at least 5-7 resources listed:
- Adolescent Development
 - Youth Ministry Theology and Philosophy
 - Youth Ministry Programming
 - Discipleship/Mentoring
 - Worship
 - Service/Ministry
 - Fun/Games

Due December 4, 2003.

VII. COURSE GRADING PROCEDURES:

1. Final Grade Criteria

Reading Report	10%
Observation or Interview	15%
Devotional Presentation	15%
Theology of Youth Ministry Paper	25%
Youth Ministry Portfolio	<u>35%</u>
	100%

2. Grading Scale

A	=	93-100
A-	=	90-92
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D+	=	67-69
D	=	64-66
D-	=	60-63
F	=	0-59

3. Grade Descriptions

"A"-EXCEPTIONAL WORK (surpassing, markedly outstanding achievement of course objectives)

"B"-GOOD WORK (strong, significant achievement of course objectives)

"C"-ACCEPTABLE WORK (basic, essential achievement of course objectives)

"D"-MARGINAL WORK (inadequate, minimal achievement of course objectives)

"F"-UNACCEPTABLE WORK (failure to achieve course objectives)

"I"-INCOMPLETE WORK (is rarely given; it denotes that the work of a course has not been completed due to an unavoidable emergency, which does NOT include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F")

4. Academic Honesty

Any instance of cheating or plagiarism of any kind will result in an automatic zero on that specific assignment. Any repetition of cheating or plagiarism will result in a failing grade for the course. I operate on the honor system that all work turned in is your own.

5. Promptness

All papers and reports should be turned in on the scheduled dates. All work is due at class time. **As a general rule, written work will not be accepted after the due date.** However, as I am a firm believer in grace, students may submit one assignment up to one week late with no penalty. [NOTE: This does NOT apply to either the devotional assignment or to the youth ministry portfolio project.]

The instructor will provide both "timely" and "substantive" feedback to students regarding their assignments. "Timely" response means that for assessments of student work during the course of the academic term, the professor will have work marked, graded, and returned within one week of its submission; if the class has more than 40 students, the professor may take up to two weeks. In addition, the professor will provide "substantive" feedback that alerts students to what they have done well and how they might improve their performance in subsequent work.

6. Special Accommodation: Students needing special accommodations for this class should notify the professor during the first two weeks of the course.

VIII. PROGRAMMING CALENDAR AND COURSE OUTLINE

NOTE: As a general rule, assignments and due dates will not vary from this schedule. Any changes will be announced in advance of the due dates for assignments.

DATE	TOPIC	ASSIGNMENT
Sept. 2	Course / syllabus overview	
	Module 1: Foundations	
4	Doing Practical Theology	<u>SR</u> , pp. 15-39; <u>WT</u> (online)
9	Doing Ecclesiology	
11	Doing Pastoral Theology	ALPHA Conference
16	Historical Perspective: Conversion or Nurture?	<u>SR</u> , pp. 77-90 <u>SR</u> , pp. 63-76, 91-101; Observation/Interview due
18	Cultural Look at Adolescence	<u>SR</u> , pp. 41-61; <u>AGU</u> , pp. 3-265
23	Search for Identity	
25	Faith Development	
	Module 2: Understanding Current Practices	
30	Theology and Programming	<u>SR</u> , pp. 223-276
Oct 2	Theology and Context	<u>B&W</u> , pp. 3-190; <u>SR</u> , pp. 281-313
7	Calendar, Programming and Budgeting	<i>Conference on Wesley</i>
9	Traditional Models of Youth Ministry, part 1	<u>FV</u> , pp. ix-xix, 1-159;
14	Traditional Models of Youth Ministry, part 2	<u>SR</u> , pp. 105-179, 195-207 <u>GL</u> , pp. 11-102; <u>C&A</u> (online)
16	An Alternative Paradigm: The Godbearing Life	Theology of Youth Ministry Paper due <u>GL</u> , pp. 159-172
21	Practices of Teaching/Nurture	<i>Kingdom Conference</i>
	Practices of Witness	<u>GL</u> , pp. 173-184
23	<i>Jim at NAPCE/YME</i>	<i>Kingdom Conference</i>
28	Practices of Communion	<u>GL</u> , pp. 139-147
30	Practices of Compassion	<u>GL</u> , pp. 149-158 <u>GL</u> , pp. 185-205
Nov. 4	Practices of Worship and Dehabituatation	<i>Ryan Lectures</i>
	Module 3: Reflecting on Concrete Situations	
6	Leadership Styles	<i>Ryan Lectures</i>
11	Leadership Development	
13	Legal and Safety Issues	<u>BSS</u> , pp. 7-223
18	Youth Worker Panel	
	NO CLASS	
20	<i>Jim at NYWC</i>	<u>SR</u> , pp. 349-367
25	FALL READING WEEK – NO CLASS	
27	THANKSGIVING BREAK – NO CLASS	
Dec. 2	Evaluation: Formative and Summative	<u>SR</u> , pp. 369-376
4	Resourcing and Networking	<u>SR</u> , pp. 315-340; Portfolio due
8	Why Youth Ministers Fail . . . and How to Keep	
1-3pm	it From Happening to You	<u>SR</u> , pp. 377-390; Reading report due

BIBLIOGRAPHY

THEOLOGICAL MODELS OF YOUTH MINISTRY

DeVries, Mark. Family-Based Youth Ministry. Downers Grove, IL InterVarsity Press, 1994. (EVANGELICAL)

Grant, Jacquelyn. "A Theological Framework" in Working with Black Youth, edited by Charles R. Foster and Grant S. Shockey. Nashville: Abingdon, 1989. (BLACK THEOLOGY)

Martinson, Roland. Effective Youth Ministry. Minneapolis: Augsburg, 1988. (LUTHERAN)

Myers, William. Theological Themes of Youth Ministry. New York: The Pilgrim Press, 1987. (CHURCH CALENDAR-BASED)

Ng, David. Youth in the Community of Disciples. Valley Forge, PA: Judson Press, 1984. (REFORMED)

HISTORY OF YOUTH AND YOUTH MINISTRY

Kett, Joseph. Rites of Passage: Adolescence in America 1790-Present. New York Basic Books, 1977.

Senter, Mark. The Coming Revolution in Youth Ministry. Wheaton, IL: Victor Books, 1992.

DEVELOPMENTAL ISSUES

Erikson, Erik. Youth, Identity and Crisis. New York: W.W. Norton, 1968.

Fowler, James W. Stages of Faith: The Psychology of Human Development and the Quest for Meaning. San Francisco: Harper & Row, 1981.

Jones, Stephen D. Faith Shaping: Youth and the Experience of Faith (revised). 1987.

Loder, James E. The Transforming Moment.

Loder, James E. The Logic of the Spirit: Human Development in Theological Perspective. San Francisco: Jossey-Bass Publishers, 1998.

Parks, Sharon. The Critical Years: The Young Adult Search for a Faith to Live By. 1986.

Wilhoit, James C. and Dettoni, John M. Nurture That is Christian: Developmental Perspectives on Christian Education. Grand Rapids, MI: Baker, 1995.

YOUTH AND CULTURE

Mueller, Walt. Understanding Today's Youth Culture (revised). Wheaton, IL: Tyndale, 1999.

Warren, Michael. Youth, Gospel, Liberation. San Francisco: Harper and Row, 1987.

PROGRAMMING

Benson, Peter, and Eugene Roehlekepartain. Beyond Leaf Raking: Learning to Serve, Serving to Learn. Nashville: Abingdon, 1993.

Fields, Doug. Purpose-Driven Youth Ministry. Grand Rapids: Zondervan, 1998. (EVANGELICAL)

Harris, Maria. Portrait of Youth Ministry. New York: Paulist Press, 1981.

Jones, Tony. Postmodern Youth Ministry. Grand Rapids: Zondervan, 2001.

McNabb, Bill. Teaching the Bible Creatively. Grand Rapids: Zondervan, 1990.

Middendorf, Jon. Worship-Centered Youth Ministry. Kansas City: Beacon Hill, 2000.

Robbins, Duffy. Youth Ministry Nuts and Bolts. Grand Rapids: Zondervan, 1990.

COUNSELING YOUTH

Davis, Patricia. Counseling Adolescent Girls. Minneapolis: Fortress Press, 1996.

Jones, Reginald, ed. Black Adolescents. Berkeley: Cobb and Henry, 1989.

Parrott, Les. Heloing the Struggling Teenager. Grand Rapids: Zondervan, 2000.

Shelton, Charles. Counseling Adolescents. New York: Crossroad, 1991

READING REPORT: YM510 (FALL 2003)
Due December 8, 2003

Name: _____

I have read (not just skimmed) all course readings *except* for the following: